

School Development Plan 2022/23

Quality of Education						
	Actions What have we done / What are we doing?	Success criteria/milestones/outcome	Comments	Completion date	Staff responsible	Costs and resources
	<p>Continue to drive forward improvements in the Quality of Education, so that staff are able to ensure that all students receive effective teaching in all subject areas and achieve their potential.</p> <p>Direct targeted activities for PPA - and schedule regular CPD sessions/ External educational consultants/Health checks TES schedule</p> <p>Gather evaluations on CPD session to gauge progress and for further improvements</p>	<p><i>'Ensuring 90% of all students on roll with a percentage attendance of 70% or better, make 1/3 of a point progress or exceed expected progress on the previous term on the GCSE grading system.</i></p> <p><i>All students in your teaching groups at TSH will gain and leave with a qualification/s in your subject, which may include AQA Unit awards where appropriate. GCSE results in your subject match or exceed TSH 'mean' across all GCSE subjects. *Any non-entries or students who fail to attend the exam will count as a 'o' in calculating your subject 'mean.'</i></p> <p><i>*In respect of the above it is acknowledged that in <u>some</u> cases there will be mitigating circumstances, which will be thoroughly evidenced, to take into consideration.'</i></p>	<p>½ termly data drop</p> <p>Deputy Principal and Data Manager produce data one sheet.</p> <p>Termly written reports with progress made each term alongside data.</p> <p>Individual 1:1 teacher meeting. Weekly meeting with UNQ/ECT and fortnightly with QTS/QTLS.</p> <p>School calendar updated with ½ termly CPD activities</p>	July 2023	CL	£5k for external support/CPD

<p>Ensure that those with curricular responsibilities are able to construct lucid and succinct responses to the rationale for each subject area</p> <p>Subject teachers are able to respond confidently to the Intent, Implementation and Impact questions related to their area.</p> <p>SENCo and subject leads to discover how their work can be contextualised and linked with other key subjects – review weekly.</p>	<p><i>Termly TES schedule evaluation</i></p> <p><i>School health check</i></p> <p><i>LGB Teaching and Learning Governor to questions staff on Q of E CPD</i></p>	<p>Revisit Ofsted questioning regarding skills and knowledge in subject areas.</p> <p>Sequencing of SoW to be monitored half termly and as part of informal and formal work scrutiny.</p> <p>Confirm dates with D Scott for health check.</p> <p>Assessments upon entry to be shared with teaching staff and strategies supported by SENCo in teaching class context sheets</p>	<p>July 2023</p> <p>Ongoing fortnightly at SENCo CPD</p>	<p>CL</p>	
<p>Continue to develop and implement strategies to teaching students to read for pleasure.</p> <p>Intensify the school's strategy and programme for improving students' literacy and early reading skills.</p> <p>Support the upskilling of the learning support assistants so they may effectively implement agreed strategies for classroom assistance.</p>	<p><i>Ensure documentation is made available on the website outlining a range of strategies.</i></p> <p><i>Outline and implement agreed activities.</i></p> <p><i>Obtain student and staff evaluations.</i></p> <p><i>Report on comparisons this year with 2021/22 reading ages of students who were in attendance</i></p>	<p>Reading Approach on the website</p> <p>Create a literacy rich environment across the school by displaying subject related Fiction and non-fiction rooms and adding key terminology to the white boards (Reading corners in all classrooms 14.10.22)</p> <p>Audit non-fiction and fiction subject resources completed in Aut 2</p> <p>CDP on reading strategies and TSH Reading Approach 10.10.22, Part two in Feb 23. Laminate 'scripts' for spelling in each classroom.</p>	<p>19/12/2022</p> <p>Ongoing Review with DS</p> <p>Waiting on order for bookcases</p>	<p>LH</p>	<p>£500</p>

			Spring 2 Access Reading Test mid-year assessments to track progress.			
<p>Introduce the extended learning curriculum.</p> <p>Implement an extension reboot of activities that support personal development – extending learning opportunities and experiences</p> <p>Create a ELC team with student input to identify, challenge and meet the needs of students</p>	<p><i>Provide ½ termly progress report on all delivered activities - overall target for progress target of 85%</i></p> <p><i>Feedback on student experience 90%</i></p>	<p>ELC update as moved into New School in January 2023 the ELC options will remain the same for this term. Update on progress Cultural Cuisine 70% achieved all outcomes. 44% have met all their outcomes for Football Skills, for gym and boxing most students have not met their outcomes due to mitigating circumstances and absence.</p>	<p>July 2023</p>	<p>PK</p>	<p>£5k for activities and fees</p>	
<p>Key assessments are scheduled and booked in with the educational psychologist (review Jan. 2023)</p> <p>Prioritise key activities and book them in with educational psychologist</p>	<p><i>90% completion rate for booked assessments.</i></p> <p><i>EP assessment planning completed on 15th and 26th September for school allocation (28 days) with key dates added to the calendar</i></p>	<p>Gather staffs' views on training priorities – completed 27.9.22.</p> <p>EP Individual assessments completed to date x4– AW, LRW, AA, LS.</p> <p>Use applied psychological theories and their practical application to respond to SEMH needs, identification of need and trends.</p> <p>Access Arrangements for exams scheduled for Spring 1. Forms 8's to be completed for March deadline. Use KA for students who were assessed previously.</p>	<p>Jan 2023</p> <p>Springs dates in TSH calendar</p> <p>Ongoing fortnightly at SENCo CPD</p> <p>17th and 24th January 23</p>	<p>LH</p>	<p>£9,000 fees for the EP</p>	

Behaviour and Attitudes						
	Actions What have we done / What are we doing?	Success criteria/milestones/outcome	Comments	Completion date	Staff responsible	Costs and resources
	To improve attendance and drive the importance of punctuality so that student receive their full educational entitlement (Review Autumn 2)	<p><i>Agree a range of strategies and structured initiatives to address attendance and punctuality.</i></p> <p><i>School attendance target 95%</i></p> <p><i>Deliver initiatives that are visible and data rich – by whole school (authorised and unauthorised), year groups, subject groups and individual progress – time bound e.g., daily, weekly, half-termly etc.</i></p>		21/10/22	MM	£ rewards and incentives for students
	<p>Continue to embed The Skills Hub 101 Behaviour strategies.</p> <p>Staff inductions/Team meetings/Briefings/Solution Team meetings</p>	<p><i>100% of onsite staff teams to receive training with evaluations on training</i></p> <p><i>Referenced and driven by middle-managers and evaluated half-termly.</i></p> <p><i>Behaviour reports to identify any change in trends.</i></p>	<p>Departmental Training on the 101 behaviour strategies. 101 behaviour strategies to be used in solution teams.</p> <p>Update: We held sessions during morning briefings to discuss key concerns surrounding students. We would suggest strategies and solutions for teachers and support staff. This gave all staff a chance to collaborate and share best practice.</p> <p>Skills Coaches will be trained on how to formulate and deliver targeted interventions based on the trends gathered from the behaviour reports.</p>	24/02/23	AF	

			<p>Update: We were not able to facilitate the training for the skills coaches due to lack of time. We delivered the trauma Informed training to skill coaches and all staff. This was a success. The intervention training will commence when we start back in January.</p> <p><u>Monday Morning Student Behaviour Session Insights:</u> Andrew will meet with staff weekly to discuss strategies for students (101 behaviour strategies, student engagement and relationship building, WINE Model, PRRR, PACE)</p> <p>Update: As a result of these morning sessions, we created a trauma informed approach criteria document. This document shows all the trauma informed work currently being carried out within the school. This is the first step in becoming a trauma informed school.</p>			
Adopt a whole school trauma informed approach to working with students.	<i>All staff teams to receive training with evaluations on training.</i>	<i>School receives accreditation.</i>	Departmental training: Trauma informed training on the 3 recognised trauma informed models recognised by TIS (trauma informed schools), PRRR, PACE MODEL (play, acceptance, care, empathy), Jaak Panksepp's Emotional systems.	24/02/23	AF	£ awaiting final costs
Lead SLT on acquiring accreditation.	<i>Behaviour reports to identify any change in trends.</i>					

			<p>The neuroscience and psychology of child and adolescent mental health and mental ill-health: what every teacher needs to know</p> <p>Model One: ACE (Adverse Childhood Experience) study and Protective Factors in schools that change children’s lives</p> <p>Model Two: Professor Jaak Panksepp’s model of mental health, mental ill-health, and theory of change</p> <p>Model Three: PROTECT/RELATE/REGULATE/REFLECT</p> <p>The role of emotionally available adults in schools: Benefit to staff and students</p> <p>‘I wish my teacher knew’ They want to tell us. Are we ready to hear</p> <p>Key skills in responding to and understanding challenging and/or trauma triggered behaviour.</p> <p><i>*Document being formulated that will outline the steps we need to take to become a trauma informed school. (Andrew and Pouname to complete)</i></p> <p>Update: The document has been created, and all staff have delivered evidence which demonstrates how they have been applying the strategies, methods and models outlined in the trauma informed schools booklet.</p>			
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	<p>Develop a Safeguarding strategy that further empowers students to make their own informed decisions</p> <p>Identify behaviour incidents and trends – also examine key concerns from contextualised safeguarding. Safeguarding team collaborating with skills coaches</p>	<p><i>Working with internal and external partners create a programme of events and activities that inform and engages students/parents.</i></p> <p><i>Activities embedded in PSHE curriculum that covers current Safeguarding Trends e.g., CCE, CSE, FGM, Contextual safeguarding, Case studies, Serious Case reviews, Prevent</i></p>	<p>All students to be trained and empowered as Student Wellbeing Ambassadors. All students receive training on Introduction to Safeguarding and receive certificates.</p> <p>Student feedback gathered and analysed.</p> <p>We work alongside all external agencies to support families engagement further. Family therapy and support provisions, food stamps, referral to safer families. Families day offers support and engagement with our programmes to our families. KISS SORTED School nurse</p> <p>Website has updated information for all parents, students and staff around Mental health, Safeguarding and further parental support.</p> <p>Safeguarding team to engage with Skills coaches, Share key information and strategies. Strategies on consent have been shared to work alongside vulnerable girls. Upload resources on Teams.</p> <p>Meet and update skills coaches fortnightly to collaborate.</p>	<p>21/10/22 (review)</p>	<p>SN/BC</p>	
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			<p>Teaching and learning SoW includes safeguarding topics that are covered in every subject and as part of the curriculum.</p> <p>Close partnership alongside YJS, AXIS, SORTED. This will take place monthly.</p>			
	<p>Update the school student induction programme – create new booklet with new values.</p> <p>New students are made aware of expectations for learning and personal development.</p>	<p><i>Student survey target 100% of learners recall having an induction.</i></p> <p><i>100% of students know who to go to for help.</i></p> <p><i>100% of students have received a recorded 1:1 mentoring session by the end of each half term</i></p>	<p>Student Induction Booklet complete.</p> <p>All students are aware of who they need to go to for help. Skills coaches serve as the student advocate (emotion available adult). Skills coaches meet with students to address their concerns. These sessions are tracked and evidenced in the skills coach behaviour intervention tracker which is found on teams.</p> <p>Update: Students are aware of who their skills coaches are. Skills coaches meet with the students on their caseload as frequent as possible. The next steps are to make the 1:1 programme more robust.</p> <p>To add to the induction booklet- To create a plan for current students to help integrate new students into the school.</p>	06/02/23	AF	£ printing costs for induction materials

Personal Development						
Actions What have we done / What are we doing?	Success criteria/milestones/outcome	Comments	Completion date	Staff responsible	Costs and resources	
<p>Fully embed the Relationships and Sex Education (RSE).</p> <p>Review schemes of work to ensure topics and activities reflect the needs of students and the concerns of parents.</p> <p>In addition to core topics identify patterns from safeguarding team, student interventions and feedback from parents</p>	<p><i>RSE letter to parents to be drafted and bought to next SLT. PSHE Curriculum map highlighting RSE shared with PSHE teacher to put on TSH Curriculum overview.</i></p> <p><i>Weekly 7-day pattern from safeguarding team.</i></p>	<p><i>RSE letter was posted out to all parents last term as well as RSE topics.</i></p> <p><i>Bullying incident last week highlighted, this week in PSHE being filtered in as a starter activity.</i></p> <p><i>A new format of monitoring Behaviour will be introduced for January 2023 a weekly Behaviour report will be sent to all staff. The Skills Coaches will access it on TEAMS and add their interventions and actions to it. Therefore, every Behaviour will be addressed and actioned. Which in turn we will be able to see a positive impact on reducing the number of behaviour incidents that are occurring during the week.</i></p> <p><i>Safeguarding team do their own referrals and pass on students for interventions which are tracked on the tracker.</i></p> <p><i>Data is extracted from My Concerns weekly and shared. Trends are then also extracted to identify gaps and where we need to develop and embed training.</i></p>	<p>21/10/22 (Review)</p>	<p>PK</p> <p>SN/BC</p>		

	<p>Further structuring of work-related activities at KS4.</p> <p>Provide training to enable skills coaches to ensure completion of CVs</p>	<p><i>100% of year 11 students to have updated CVs by the end of Autumn term.</i></p> <p><i>100% of year 11 students completed careers action plan by the end of Autumn term</i></p>		19/12/22	Transitions Officer	
	<p>Developing the SMSC audit to reflect current practice and curriculum innovations.</p> <p>Deliver CPD to teachers to ensure quality of evidence meeting of deadlines. Similarly for support staff</p>	<p><i>100% of staff teams (teaching and support staff) to have uploaded evidence</i></p>	<p>SMSC Audit on TEAMS updated for all staff to add to. Autumn1 calendar shared with staff with SMSC weekly topics highlighted.</p> <p>SMSC Spring Term 2023 January Calendar shared with all staff so they can plan ahead to incorporate SMSC into their lessons.</p> <p>Structured directed time given to teaching staff each week for uploading SMSC onto the audit.</p> <p>Termly SMSC audit and monitoring evidence of SMSC across the curriculum.</p>	21/10/22 (Review)	PK/AR	£ various trips and activities awaiting costs
	<p>Bullying and its involving forms is challenged and students know who to report bullying incidents.</p> <p>Launch a range of activities to combat bullying working alongside the Safeguarding Team and the PSHE teacher</p>	<p><i>Student survey – 90% of students believe bullying is challenged at school</i></p> <p><i>3 case studies on how bullying is tackled from PSHE students</i></p>	<p>Student Ambassadors will be trained by SN to identify Bullying and its forms. As well as students trained to identify Bullying in PSHE lessons.</p> <p>Student Council involvement on targeting Bullying.</p> <p>Bullying scenario activity cards for students to discuss</p> <p>Mental Health and Wellbeing Ambassadors to provide another layer of support to our students regarding bullying to be implemented by SN in January 2023.</p>	19/12/22	PK/SN	

Leadership and Management						
Actions What have we done / What are we doing?	Success criteria/milestones/outcome		Completion date	Staff responsible	Costs and resources	
Management of the move into the new The Skills Hub scheduled for January 2023 Decant plan – stationary/records	<i>Decant plan created.</i>	Staff instructed to dispose of documents	January 2023	PC	£ crates, transport, disposal of unwanted items	
Continue to grow leadership capacity. Regular structured meetings SLT extended leadership	<i>Regular structured meetings SLT extended leadership</i> <i>Provide training sessions – reflective activities, HR support</i>		July 2023	PC		
Embedding the new core values Staff and student activities Publications Website Briefings			19/12/22	SLT	£500 printing costs	
Become a trauma informed school. SLT to support planned actions – and all activities.	<i>Schedule of activities to collate evidence for accreditation to be produced at SLT</i>	Complete- Andrew and Pouname have met to discuss and put plan in place for next steps in school become a trauma informed school. Update: Myself and PK have devised the plan that will make us a trauma informed school. We have put together a working document for all staff to update their trauma informed evidence. The next step is for a practitioner from TIS to come in to assess our school to see if we have	March 23	AF		

			implemented the trauma informed models.			
Completion of termly safeguarding audit RAG rate – risk and review for actions Ensure regular minuted meetings – ensure deadlines are anticipated and met. CPDs – for staff Train the trainer - DSL	Audits have been reviewed and due on 7.10.22. Wellbeing offers updated and reviewed. Safeguarding meeting to take place every week alongside R&R Staff CPD had been identified and placed on annual staff training programme, CCE, CSE, FGM, Contextual, Prevent		Staff feedback on training analysed and WWE, EBI, to be looked into for development. Specialist training for Safeguarding team. RJ training. Audit has been updated and actioned. This is then reviewed regularly. FGM, CSE, Serious case reviews, Prevent, to be delivered this academic year. R+R weekly meeting is commenced alongside all skills coaches to discuss high risk cases.	21/10/22 (Review)	BC/SN	
Carry out the updating of all student risk assessments. Update all passports and risk assessments to reflect the needs of the school and to manage levels of risk Redesign documents and QA. Ensure that skills coaches are trained to update				21/10/22 (Review)	ST/UC	

	Key:
	Allison Rowland (AR) Andrew Fuller (AF) Beccy Cahill (BC) Chiara Lane (CL) Gemma Johnson (GJ) Jerome Shoboyede (JS) Katie Donegan (KD) Laura Herzog (LH) Martine McDowell (MM) Paul Chambers (PC) Pouname Khaira (PK) Sam Marques (SM) Shahena Tarapdar (ST) Sormeh Nikourazm (SN) Tom Regan (TR) Usha Chowdhury (UC)